



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

East Fir Street on Main Street, Tuba City, AZ 86045

Tuba City Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 Performing

(a) For additional information,  
please refer to Achievement  
Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Not Met

#### School Improvement Status (b)

2005-06 SI Year 1  
2004-05 SI Year 1  
2003-04 Year 1

(b) For additional information,  
please refer to the AYP page in this  
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mrs. Harriett Sloan-Carter  
Schedule : 07:30 AM to 05:00 PM  
Grades : 4-6  
Web Address : tcusd.org  
Phone Number : (928) 283-1041  
Fax Number : (928) 283-1092  
E-mail : hsloan@tcusd.org

### Mission

Our mission is to provide students with educational experiences that develop character, imagination, cultural knowledge and skills for lifelong learning.

### School / Academic Goals

- ü Math/science: students will meet AZ Standards through the use of exploratory and problem solving activities. Math and science skills are delivered with the Everyday Mathematics and FOSS Science curriculum.
- ü Reading: students will meet AZ Stand.in reading by a solid basis in phonic fundamentals, literat. exploration, and reading compreh. skills. The reading curriculum will be delivered with CRISS/Pegasus, Junior Great Books curriculum & Making Meaning.
- ü Writing: students will meet AZ Standards in writing through the use of Six Trait writing rubrics. Cross curriculum areas and culture experiences will provide opportunities for writing.
- ü Technology: students will meet the technology skill requirements of the 21st Century by technological integration with academic areas of study including experiences in word processing and data charting.

### Enrollment

October 1, 2005 School Year Student Enrollment : 348  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 130

## Instructional Programs

- ü Voyager Passport/Tutoring Reading Prgm.
- ü English as a Second Language
- ü Navajo and Hopi Language/Culture
- ü On-site Special Education
- ü Junior Great Books (4th, 5th & 6th)
- ü Everyday Mathematics
- ü CRISS/Reading Strategies
- ü FOSS Science

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/3/2005
Last Day of School :	6/2/2006

## Shared Responsibilities

### School

The school's responsibilities are to ensure to parents that their children will have the opportunity to obtain a high-quality education provided by highly-qualified staff, enabling them to reach proficiency on state academic standards and tests.

### Parents

Parent responsibilities are to encourage student attendance; support academics through their active participation; support the discipline policy; nurture children and provide emotional support; provide basic needs.

## Transportation Policy

Transportation of students is a privilege extended to students in the District, and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective individual education programs.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Fourth Grader Qualified for Navajo Nation Spelling Bee	2006
ü Fifth Grader Qualified for Navajo Nation Spelling Bee	2006
ü Embry Riddle Science Fair Honors	2006
ü Coconino County Poetry Winners	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	143	80147	99	99	99	454	454	482	16	15	11	29	31	17	52	52	49	2	2	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	65	39281	98	98	99	457	455	483	14	12	9	30	34	17	56	54	50	NA	NA	24
Male	65	78	40780	100	100	98	451	452	482	18	17	12	28	28	17	49	51	48	5	4	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	--	--	33494	--	--	99	--	--	466	--	--	15	--	--	23	--	--	49	--	--	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	120	141	4117	99	99	96	453	453	456	17	15	19	29	31	27	53	52	46	2	1	8
White	NC	NC	36122	NC	NC	99	NC	NC	501	NC	NC	5	NC	NC	10	NC	NC	50	NC	NC	35
Students with Disabilities	18	23	10295	100	100	92	429	426	443	44	39	33	28	39	26	28	22	33	NA	NA	8
Students without Disabilities	104	120	69852	99	99	100	458	458	488	12	10	7	29	29	16	57	58	51	3	3	26
Limited English Proficient Students	40	46	12722	100	100	97	432	432	441	30	26	27	43	48	33	28	26	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	113	132	38371	99	99	97	454	454	465	16	14	15	28	30	23	53	53	49	3	2	13
Non-Economically Disadvantaged	NC	11	41776	NC	100	100	NC	450	498	NC	18	6	NC	36	11	NC	45	49	NC	NA	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	143	79686	99	99	98	444	442	470	15	16	11	42	43	24	43	41	57	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	65	39163	98	98	99	448	447	475	11	9	9	47	49	22	42	42	60	NA	NA	10
Male	65	78	40438	100	100	97	440	437	465	18	22	13	37	38	25	45	40	54	NA	NA	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	--	--	33299	--	--	98	--	--	452	--	--	17	--	--	32	--	--	47	--	--	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	120	141	4087	99	99	96	443	441	446	15	16	16	43	44	38	43	40	44	NA	NA	2
White	NC	NC	35914	NC	NC	98	NC	NC	489	NC	NC	5	NC	NC	15	NC	NC	67	NC	NC	14
Students with Disabilities	18	23	9808	100	100	87	409	406	432	61	65	35	22	22	32	17	13	30	NA	NA	3
Students without Disabilities	104	120	69878	99	99	100	449	447	475	7	7	8	45	48	23	48	46	61	NA	NA	9
Limited English Proficient Students	40	46	12594	100	100	96	425	423	422	25	28	34	55	54	45	20	17	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	113	132	38095	99	99	97	443	441	452	15	17	17	42	42	32	43	41	48	NA	NA	3
Non-Economically Disadvantaged	NC	11	41591	NC	100	99	NC	449	486	NC	9	6	NC	55	16	NC	36	65	NC	NA	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	143	80372	99	99	99	467	466	475	5	5	4	34	34	30	60	60	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	65	39452	98	98	99	481	479	488	2	2	3	25	25	22	74	74	72	NA	NA	3
Male	65	78	40836	100	100	98	454	455	464	8	8	6	43	42	37	48	49	56	2	1	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	--	--	33608	--	--	99	--	--	462	--	--	6	--	--	36	--	--	57	--	--	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	120	141	4128	99	99	97	466	465	464	5	5	4	35	35	39	59	60	56	1	1	1
White	NC	NC	36213	NC	NC	99	NC	NC	489	NC	NC	2	NC	NC	22	NC	NC	72	NC	NC	3
Students with Disabilities	18	23	10526	100	100	94	421	420	427	22	22	15	56	61	53	17	13	31	6	4	1
Students without Disabilities	104	120	69846	99	99	100	473	473	482	2	2	3	31	29	26	67	69	69	NA	NA	2
Limited English Proficient Students	40	46	12747	100	100	97	449	448	432	5	4	12	55	57	52	38	37	36	3	2	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	113	132	38521	99	99	98	466	465	461	4	5	6	35	34	38	60	61	55	1	1	1
Non-Economically Disadvantaged	NC	11	41851	NC	100	100	NC	477	489	NC	9	3	NC	36	22	NC	55	72	NC	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	135	79306	99	99	99	491	489	504	18	19	13	21	22	20	50	47	49	12	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	67	38845	100	100	99	495	492	505	12	13	11	19	19	20	59	57	50	10	10	18
Male	58	68	40383	98	99	98	487	486	504	24	24	14	22	25	19	40	38	47	14	13	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	--	--	32673	--	--	99	--	--	487	--	--	18	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	110	128	4034	99	99	97	488	486	479	19	20	22	22	23	29	49	47	43	10	10	7
White	NC	NC	36234	NC	NC	99	NC	NC	523	NC	NC	6	NC	NC	13	NC	NC	52	NC	NC	28
Students with Disabilities	27	33	10286	100	100	91	438	439	462	67	64	41	19	21	27	11	12	27	4	3	5
Students without Disabilities	90	102	69020	99	99	100	505	503	510	3	4	9	21	23	18	61	59	52	14	15	21
Limited English Proficient Students	37	42	10291	100	100	96	463	461	458	35	36	38	22	26	34	41	36	26	3	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	108	126	37437	99	99	97	492	490	486	18	18	19	19	21	26	50	48	46	13	13	9
Non-Economically Disadvantaged	NC	NC	41869	NC	NC	100	NC	NC	521	NC	NC	7	NC	NC	14	NC	NC	51	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	135	79000	99	99	98	465	463	489	16	16	10	38	38	24	44	44	58	2	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	67	38774	100	100	99	473	472	494	10	10	7	31	31	22	59	58	61	NA	NA	10
Male	58	68	40150	98	99	98	457	455	485	22	22	12	45	44	25	29	31	55	3	3	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	--	--	32508	--	--	98	--	--	472	--	--	15	--	--	33	--	--	49	--	--	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	110	128	4016	99	99	96	461	460	467	17	17	14	40	40	37	42	42	46	1	1	2
White	NC	NC	36135	NC	NC	98	NC	NC	508	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	27	33	9991	100	100	88	411	413	449	67	64	33	15	21	36	19	15	29	NA	NA	2
Students without Disabilities	90	102	69009	99	99	100	479	478	495	1	1	6	44	43	22	52	54	62	2	2	10
Limited English Proficient Students	37	42	10199	100	100	95	437	437	439	35	33	35	51	52	47	14	14	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	108	126	37234	99	99	97	465	463	472	16	16	15	39	39	33	44	44	50	2	2	3
Non-Economically Disadvantaged	NC	NC	41766	NC	NC	99	NC	NC	505	NC	NC	5	NC	NC	16	NC	NC	65	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	135	79611	99	99	99	484	485	496	11	10	7	30	32	37	59	58	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	67	39016	100	100	99	503	505	511	7	6	4	19	21	29	75	73	66	NA	NA	1
Male	58	68	40519	98	99	98	464	465	482	16	15	10	41	43	44	43	43	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	--	--	32855	--	--	99	--	--	481	--	--	10	--	--	43	--	--	47	--	--	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	110	128	3992	99	99	96	481	482	478	12	11	10	31	33	46	57	56	44	NA	NA	0
White	NC	NC	36380	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1
Students with Disabilities	27	33	10664	100	100	94	376	396	440	48	39	23	33	42	54	19	18	22	NA	NA	1
Students without Disabilities	90	102	68947	99	99	100	511	510	504	NA	1	4	29	28	34	71	71	61	NA	NA	1
Limited English Proficient Students	37	42	10362	100	100	97	442	441	438	24	24	22	41	43	57	35	33	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	108	126	37626	99	99	98	486	487	479	11	10	10	28	30	45	61	60	45	NA	NA	0
Non-Economically Disadvantaged	NC	NC	41985	NC	NC	100	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	133	79327	100	99	98	485	487	518	40	37	19	25	26	20	34	35	46	2	2	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	68	38961	100	100	98	489	491	520	39	37	16	23	22	20	35	37	48	3	4	16
Male	59	65	40295	100	98	97	479	483	516	41	37	21	27	29	19	32	34	44	NA	NA	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	113	125	4391	100	99	96	481	484	489	42	39	32	26	26	27	31	33	36	1	2	4
White	NC	NC	36373	NC	NC	98	NC	NC	538	NC	NC	10	NC	NC	14	NC	NC	52	NC	NC	25
Students with Disabilities	35	38	9321	100	100	87	446	450	467	77	71	54	23	26	22	NA	3	21	NA	NA	3
Students without Disabilities	86	95	70006	100	99	100	499	500	524	24	23	14	26	25	19	48	48	49	2	3	18
Limited English Proficient Students	41	42	9431	100	98	95	458	458	466	68	67	53	20	21	27	12	12	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	106	116	37097	100	99	97	482	484	498	41	38	27	25	27	25	34	34	41	NA	1	7
Non-Economically Disadvantaged	15	17	42230	100	100	99	504	510	535	33	29	11	20	18	15	33	41	50	13	12	24

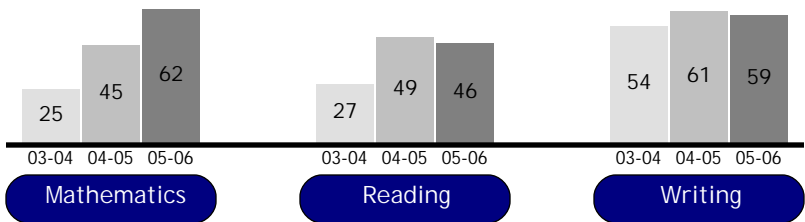
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	133	79501	100	99	98	475	475	497	13	15	10	47	44	25	38	39	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	68	39062	100	100	99	482	481	502	11	15	8	42	38	23	44	44	64	3	3	5
Male	59	65	40368	100	98	98	467	469	491	15	15	13	53	51	27	32	34	57	NA	NA	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	113	125	4401	100	99	96	470	471	473	14	16	17	50	46	40	35	37	43	1	1	1
White	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	35	38	9411	100	100	88	437	436	453	43	45	36	46	45	36	11	11	26	NA	NA	1
Students without Disabilities	86	95	70090	100	99	100	489	490	502	1	3	7	48	44	24	49	51	65	2	2	5
Limited English Proficient Students	41	42	9401	100	98	94	446	445	443	29	31	40	59	57	46	12	12	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	106	116	37183	100	99	97	472	472	479	13	16	16	49	47	34	37	37	49	1	1	1
Non-Economically Disadvantaged	15	17	42318	100	100	99	495	498	513	13	12	5	33	29	17	47	53	70	7	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	133	80000	100	99	99	541	543	564	3	3	3	18	17	11	75	77	75	3	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	68	39288	100	100	99	549	550	579	5	4	2	11	10	6	77	79	77	6	6	16
Male	59	65	40644	100	98	98	533	537	549	2	2	4	25	23	15	73	75	74	NA	NA	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	113	125	4424	100	99	97	538	541	549	4	3	3	19	18	14	74	77	77	3	2	5
White	NC	NC	36602	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16
Students with Disabilities	35	38	9919	100	100	93	500	504	505	9	8	9	46	42	35	46	50	54	NA	NA	2
Students without Disabilities	86	95	70081	100	99	100	557	558	571	1	1	2	7	6	7	87	88	79	5	4	12
Limited English Proficient Students	41	42	9571	100	98	96	520	521	502	NA	NA	10	34	33	29	66	67	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	106	116	37534	100	99	98	542	544	547	2	2	4	18	16	15	77	79	76	3	3	5
Non-Economically Disadvantaged	15	17	42466	100	100	100	534	543	578	13	12	2	20	18	7	60	65	75	7	6	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	91	42	NA	56	98	36	36	48	98	35	34	52
	Language	99	42	39	52	98	35	36	49	98	32	30	52
	Mathematics	98	50	50	61	98	39	38	53	98	43	41	58
5	Reading	99	30	NA	55	98	43	43	50	97	35	35	56
	Language	100	30	28	49	98	38	39	50	97	34	32	54
	Mathematics	100	45	44	63	98	38	38	49	97	39	39	52
6	Reading	--	--	NA	56	--	--	38	51	97	37	39	56
	Language	--	--	27	48	--	--	31	47	97	32	34	50
	Mathematics	--	--	43	66	--	--	35	52	97	37	39	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

### School Site Council

#### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

#### Council Duties

- Ü Parent/Educator Relations
- Ü Afterschool Student Programs
- Ü Promoting Parental Involvement
- Ü School Safety Issues
- Ü Review Stud. Discipl. Proced/Stud. Hdbk.
- Ü Representation on School Committees

### Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	27.30
Other Professional Staff	2.50	Teacher Aide	13.00

### Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	4	3	0	0
7 to 9 years	3	3	0	0
10 or more years	1	8	0	0

### Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	19%
Percent of core classes not taught by Highly Qualified Teachers	0%

### Resources Available at School Site

#### Special Facilities

- Ü Computer Labs for Writing and Technology
- Ü Library
- Ü On-Campus Language/Culture Classes
- Ü Music Room

#### Extracurricular Activities

- Ü Student Council
- Ü Recreational Structured Sports
- Ü Athletic Sports
- Ü Yearbook Club
- Ü Intramurals
- Ü Instrumental Band
- Ü After School Tutoring
- Ü Afterschool Guitar Program

#### Social Services

- Ü Indian Health Services
- Ü Special Education Referral Services
- Ü Counseling Services/Parenting Classes
- Ü After School Programs
- Ü Gang & Drug Resistance Education
- Ü On-Site Dental Svc. & Sealant Programs
- Ü Navajo Tribal Clothing Program

## Indicators of Success Based on Historical Data from 2005-06

### School Achievements/Accomplishments 2005-06

- ü Odyssey of the Mind school team made of 3rd, 4th, and 5th grade students placed 6th in the regional competition in 2005.
- ü Arizona Commission of the Arts Grant brought several performing artists into our school focusing on poetry, music, and drama.
- ü Eight students placed at the 2006 Northern Arizona Regional Science Fair (Embry Riddle).
- ü Twelve of our students placed at the 2006 Coconino County Poetry Contest.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school works with other schools, community and agency, in the implementation of an emergency response program to address potential emergency situations, like fire, evacuation, etc. The school has monthly fire drills and evacuation. Scheduled regular maintenance, repair and cleaning of facilities.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Harriett Sloan-Carter	(928) 283-1085
Transportation Policy	Pearl Puhuyaoma	(928) 283-6001
Community Resources	Becky Burright	(928) 283-1041
School Nutrition Programs	Helen Hunter	(928) 283-1029
Parent Organization	Margaret Leatherbury	(928) 283-1041
Student Health/Nurse	Lyle Lomayma	(928) 283-1041

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 335 Copies = \$130.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.